



Writing at Fairfield

Writing



Rationale

At Fairfield, we recognise that writing is an essential life-skill and we endeavour to ensure that our children develop a positive attitude towards writing that will stay with them throughout their lives. Writing enables pupils to engage with others around the world; encourages thinking skills; and develops their ability to communicate further. Introducing children to a range of different types of writing and providing them with the opportunity to explore the written word for themselves is at the heart of our writing curriculum – with writing opportunities linked to our wider curriculum. Providing the children with high-quality modelled examples, rich vocabulary, strong grammatical knowledge and a clear understanding of the purpose and audience of the texts will ensure that our children are equipped with all the tools they required to become confident and expressive writers.

Our approach

Across the school, the children will have the opportunity to explore a wide variety of genres and deepen their skills by building on previous writing opportunities within and across year groups.

Within units of writing, children will have the opportunity to:

- Explore high-quality modelled writing.
- Extend and deepen their vocabulary – subject-specific linked to the piece of writing.
- Practise their handwriting, which has been modelled first using a ‘think-aloud’ approach. This is to allow pupils’ working memory to be freed up to consider the content of their writing, rather than the transcription process. Feedback will be given in a timely manner to ensure progress is made with handwriting.
- Build on prior knowledge of grammar, sentence construction, punctuation and spelling – appropriate to the type of writing selected.
- Develop oracy skills through ‘talk for writing’, drama and other opportunities to articulate ideas using the motto: “If you can’t say it, you can’t write it”.
- Consider the purpose (reason) and audience (who it is aimed at) – by putting themselves into the ‘shoes’ of the audience - thinking about how they might respond to their own writing.
- Demonstrate ‘knowing more and remembering more’ through connections made within and across subject / topic areas in their writing.
- Receive scaffolding (where appropriate) so that all pupils can be successful E.g. by providing word banks, stem sentences...and appropriate feedback so that children know specifically what they have done well and how they can continue to make progress.

How we plan our Writing Units

1.English Curriculum Writing Overview



English - Writing

Fairfield Spencer Academy

"If you want to change the world, pick up a pen and write." – Martin Luther

Our aim is to enable our children to be confident, ambitious and creative writers.

At Fairfield Spencer Academy, we know that writing underpins all curriculum areas and is an essential skill for children to continue developing throughout life. Our writing curriculum closely follows the aims of the National Curriculum. We encourage a love of writing, providing children with a range of ambitious and varied writing opportunities across the curriculum, encouraging them to write with purpose. We prioritise progression and precision in knowledge of vocabulary, grammar and punctuation. Through using high-quality texts, immersing children in vocabulary rich learning environments and exposing them to different writing opportunities, progressive skills are woven throughout their learning.

We want our children to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part, by developing a neat, joined, handwriting style by the time they move to secondary school.

As children move through the writing cycle, they become increasingly independent moving away from adult models and scaffolds. Their final pieces of writing are edited and 'polished' so that they can be proud of their outcomes.

<i>I am a Fairfield writer because...</i>					
 					
Spelling	Handwriting	Composition	Vocabulary	Grammar and Punctuation	
...I can apply my knowledge of phonics and spelling patterns to help me to spell new words	...I take pride in my presentation of my neat and joined handwriting style	...I can add my writing for a range of purposes ...I can organize my ideas to develop cohesion in my writing ...I can develop my writing through drafting, editing and improving my work	...I can use a wide and varied vocabulary to achieve varied effects in my writing	...I understand the foundations of grammar and apply it effectively to my writing ...I can punctuate my writing effectively to aid understanding	

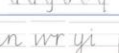
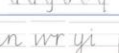
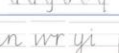
3. Long Term Plan (broken down into each genre with NC coverage)

	Theme 1 What is my power?	Theme 2 Survival of the fittest.	Theme 3 Fright of your life!	Theme 4 Fight for your rights!	Theme 5 On the move!	Theme 6 Ready to say goodbye
How many books have been read by you?	My Secret Hero 	The 1000 Year Old Boy 	The Wrecking of Amelia Jones 	The Hunt for David Barrows 	No Ballot Box in Syria 	The Final Year
Supporting Quality Time – films, newspaper, poetry, album or art	My Friend 	Amazing Evolution: The Journey of Life on The Earth 	Room 13 / The Dark TERROR Room 13 / Emily Montague's Tale of Terror / The Greenyard Book Society The Raven by Edgar Allan Poe	Once... When the World Was One / When the Sky Falls / Mohinder's Wife 	The Paper Boat / The Boy at the Back of the Garden 	CLOUD BUSTING YOU ARE THE SAME

5. Writing Genre Planning Organisers

[illegible]

2. Writing Year Group Overview (whole year Writing Curriculum Content)

Fairfield Spencer Academy Year 2 Writing																
Spelling The <i>/j/</i> sound splits as <i>g</i> and <i>dg</i> at the end of words, and sometimes splits as <i>g</i> elsewhere in words before <i>c</i>, <i>i</i> and <i>y</i> (badger, huge, giant) The <i>/f/</i> sound splits <i>c</i> before <i>e</i>, <i>i</i> and <i>y</i> (city) The <i>/f/</i> sound splits to <i>ss</i> and <i>sses</i> often go at the beginning of words The <i>/f/</i> sound splits <i>ss</i> at the beginning of words The <i>/f/</i> or <i>/j/</i> sound splits <i>-le</i> at the end of words (bottle) The <i>/f/</i> or <i>/j/</i> sound splits <i>-el</i> at the end of words (cancel) The <i>/f/</i> or <i>/j/</i> sound splits <i>-al</i> at the end of words (mental) The <i>/f/</i> sound splits <i>l</i> (penal) The <i>/f/</i> sound splits <i>-y</i> at the end of words (reply) Adding <i>-ss</i> to nouns and verbs ending in <i>-y</i> (tries) Adding <i>-ed</i>, <i>-ing</i>, <i>-er</i> and <i>-est</i> to a root word ending in <i>-y</i> with a consonant before it (cried) Adding the endings <i>-ing</i>, <i>-ed</i>, <i>-er</i> and <i>-est</i> to words ending in <i>-e</i> with a consonant before it (biked) Adding <i>-ed</i>, <i>-ing</i>, <i>-er</i> and <i>-est</i> to words of one syllable ending in a single consonant after a single vowel letter (dropping) The <i>/f/</i> sound splits a before I and II (week) The <i>/f/</i> sound splits <i>ee</i> (chicken) The <i>/f/</i> sound splits <i>ea</i> after <i>w</i> and <i>u</i> (beaver) The <i>/f/</i> sound splits <i>oo</i> after <i>w</i> or <i>u</i> work The <i>/f/</i> sound splits <i>ai</i> after <i>w</i> (wear) The <i>/f/</i> sound splits <i>i</i> (treasure) The suffixes <i>-ment</i>, <i>-ness</i>, <i>-ful</i>, <i>-less</i> and <i>-ly</i> (sadness) Contractions The possessive apostrophe (singular nouns) Words ending in <i>-ion</i> Homophones and near-homophones Common exception words	Handwriting Form lower-case letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters.															
	<table border="1"> <tbody> <tr> <td data-bbox="1112 512 1153 529"> Stage 1 </td><td data-bbox="1153 512 1291 529"> Stage 1: Children practice correct letter formation. </td><td data-bbox="1291 512 1435 529">  </td></tr> <tr> <td data-bbox="1112 529 1153 583"> Stage 2 </td><td data-bbox="1153 529 1291 583"> Stage 1b: Children learn to place the letters on the writing line Stage 2: Children learn a measure of writing that will lead to joined up writing. </td><td data-bbox="1291 529 1435 583">  </td></tr> <tr> <td data-bbox="1112 583 1153 640"> Stage 3 </td><td data-bbox="1153 583 1291 640"> Children learn the two basic joins, the aim joint (diagonal) and the swathing line joint (horizontal) and the two swatches for each join. Children are taught the correct joins for h, n, s, k, j and y. </td><td data-bbox="1291 583 1435 640">  </td></tr> <tr> <td data-bbox="1112 640 1153 684"> Stage 4 </td><td data-bbox="1153 640 1291 684"> Once confident, in the two basic joins (diagonal and horizontal), we then teach children to use lead ins. </td><td data-bbox="1291 640 1435 684">  </td></tr> <tr> <td data-bbox="1112 684 1153 714"> Pen Schemes </td><td data-bbox="1153 684 1291 714"> Children demonstrating consistent fluent, joined handwriting at Stage 4 level across all subject areas for at least half term, will receive a pen scheme. </td><td data-bbox="1291 684 1435 714">  </td></tr> </tbody> </table>	Stage 1	Stage 1: Children practice correct letter formation.		Stage 2	Stage 1b: Children learn to place the letters on the writing line Stage 2: Children learn a measure of writing that will lead to joined up writing.		Stage 3	Children learn the two basic joins, the aim joint (diagonal) and the swathing line joint (horizontal) and the two swatches for each join. Children are taught the correct joins for h, n, s, k, j and y.		Stage 4	Once confident, in the two basic joins (diagonal and horizontal), we then teach children to use lead ins.		Pen Schemes	Children demonstrating consistent fluent, joined handwriting at Stage 4 level across all subject areas for at least half term, will receive a pen scheme.	
Stage 1	Stage 1: Children practice correct letter formation.															
Stage 2	Stage 1b: Children learn to place the letters on the writing line Stage 2: Children learn a measure of writing that will lead to joined up writing.															
Stage 3	Children learn the two basic joins, the aim joint (diagonal) and the swathing line joint (horizontal) and the two swatches for each join. Children are taught the correct joins for h, n, s, k, j and y.															
Stage 4	Once confident, in the two basic joins (diagonal and horizontal), we then teach children to use lead ins.															
Pen Schemes	Children demonstrating consistent fluent, joined handwriting at Stage 4 level across all subject areas for at least half term, will receive a pen scheme.															

4. Writing Sequence for each Writing Unit

Writing Sequence for each Writing Unit REF: Literacy Guidance Report – Page 28 <i>NOTE: The children need to have a substantial amount of knowledge linked to the writing beforehand.</i>					
Planning	Drafting	Revising	Editing	Publishing	
ORACY: If you can't say it, you can't write it.  Imagination – Ideas to think about, ideas, subjects, topics, images, NPP, brain-related, what's in the box, brainstorming, what you see, trying to picture, crime scene, ...  Intentional Audience and Purpose – Why are we writing for and what is the purpose? What do we want the audience to think/feel?  Independent Application – Reproduce previously taught skills and explicitly teach new features and skills needed to identify transform ideas and structures.  Plans (Planning) – Set goals and generate ideas. Use the graphic organisers based on purpose and audience to plan, monitor, best mapping.  Invention – Write your own piece through choice. Put out their initial ideas – considering the tone and draft out their ideas.  Revision – Make changes in light of feedback and self-evaluation. Does it make sense? "Is it in the right order?" Use a thesaurus to uplevel vocabulary.  Editing – Make changes to ensure text is accurate and coherent (spelling and punctuation). "Check for spelling errors – use a dictionary/word list to check intended audience – look at work."  Publishing – Present work so others can read it. Use of various handwriting when writing up final version – use intended audience – look at work.	 Intention – What is my aim? I play at it / I want to / I draw it.  Intentional Audience and Purpose – Keep referring to this during whole writing time to consider the effect this will have on the reader.  Independent Application – Use the plan and structure to construct a version with adult support.  Plans (Planning) – Word level – vocabulary. Sentence level – RGC. Draft level – Punctuation.  Invention – Write your own piece through choice.  Revision – Make changes in light of feedback and self-evaluation. Does it make sense? "Is it in the right order?" Use a thesaurus to uplevel vocabulary.  Editing – Make changes to ensure text is accurate and coherent (spelling and punctuation). "Check for spelling errors – use a dictionary/word list to check intended audience – look at work."  Publishing – Present work so others can read it. Use of various handwriting when writing up final version – use intended audience – look at work.	 Intention – What is my aim? I play at it / I want to / I draw it.  Intentional Audience and Purpose – Keep referring to this during whole writing time to consider the effect this will have on the reader.  Independent Application – Use the plan and structure to construct a version with adult support.  Plans (Planning) – Word level – vocabulary. Sentence level – RGC. Draft level – Punctuation.  Invention – Write your own piece through choice.  Revision – Make changes in light of feedback and self-evaluation. Does it make sense? "Is it in the right order?" Use a thesaurus to uplevel vocabulary.  Editing – Make changes to ensure text is accurate and coherent (spelling and punctuation). "Check for spelling errors – use a dictionary/word list to check intended audience – look at work."  Publishing – Present work so others can read it. Use of various handwriting when writing up final version – use intended audience – look at work.	 Intention – What is my aim? I play at it / I want to / I draw it.  Intentional Audience and Purpose – Keep referring to this during whole writing time to consider the effect this will have on the reader.  Independent Application – Use the plan and structure to construct a version with adult support.  Plans (Planning) – Word level – vocabulary. Sentence level – RGC. Draft level – Punctuation.  Invention – Write your own piece through choice.  Revision – Make changes in light of feedback and self-evaluation. Does it make sense? "Is it in the right order?" Use a thesaurus to uplevel vocabulary.  Editing – Make changes to ensure text is accurate and coherent (spelling and punctuation). "Check for spelling errors – use a dictionary/word list to check intended audience – look at work."  Publishing – Present work so others can read it. Use of various handwriting when writing up final version – use intended audience – look at work.	 Intention – What is my aim? I play at it / I want to / I draw it.  Intentional Audience and Purpose – Keep referring to this during whole writing time to consider the effect this will have on the reader.  Independent Application – Use the plan and structure to construct a version with adult support.  Plans (Planning) – Word level – vocabulary. Sentence level – RGC. Draft level – Punctuation.  Invention – Write your own piece through choice.  Revision – Make changes in light of feedback and self-evaluation. Does it make sense? "Is it in the right order?" Use a thesaurus to uplevel vocabulary.  Editing – Make changes to ensure text is accurate and coherent (spelling and punctuation). "Check for spelling errors – use a dictionary/word list to check intended audience – look at work."  Publishing – Present work so others can read it. Use of various handwriting when writing up final version – use intended audience – look at work.	

6. Supporting documents / resources

Rainbow Grammar Progression

SPaG Walk Thrus

Alan Peat Progression

Alan Peat Walk Thrus

SPaG Spotters

Descriptosaurus resources

Handwriting supporting resources

Sounds and Syllables supporting resources

Vocabulary supporting resources

Writing Units broken down

Using the documents ‘Improving Literacy in Key Stage One (p.28-39) and Key Stage Two (p.28-37) Guidance Reports, we have created a sequence for planning Writing. This is to promote Immersion, Imitation/Innovation/Invention and Oracy opportunities to ensure children are successful in their Writing with the tag line: “If you can’t say it, you can’t write it.”

Planning					Drafting	Revising	Editing	Sharing
ORACY: 'If you can't say it, you can't write it'.					ORACY: 'If you can't say it, you can't write it'.	ORACY: 'If you can't say it, you can't write it'.	ORACY: 'If you can't say it, you can't write it'.	ORACY: 'If you can't say it, you can't write it'.
								
Inspiration - 'hook' linked to class book, video, artefacts, NPP, topic-related, what's in the box, interviewing a visitor, use of senses, trip / journey, crime scene....etc Immersion - Hear it / say it / play at it / dramatise it / draw it E.g. Role-play, conscious alley, debate, draw it, hot seating, being a news reporter, Roving Reporter, puppet show, small world....etc	Intended Audience and purpose Who are we writing for and what is the purpose? What do we want the audience to think/feel? Keep referring to this during whole writing cycle to consider the effect this will have on the reader.	Imitation and/or Innovation Imitation - Learn and internalise texts to identify transferrable ideas and structures. Innovation -Use these ideas and structures to construct new versions with adult support.	Independent Application - Reinforce previously taught skills and explicitly teach new features and skills needed. Apply through 'Short Burst Writing' opportunities. Word level - vocabulary, Sentence level - RG, Alan Peat, Punctuation. Text level - linked to selected genre.	Ideas (Planning) - Set goals and generate ideas. Use graphic organisers/ boxed up approach/ story mountain, text mapping.... Writer's Toolkit - Children to generate list of appropriate writing tools they can draw upon for their intended purpose and audience for the desired outcome.	Invention - Write their own piece 'through choice'. Plot out their initial ideas - considering the order and draft out each section - referring to the ideas created. Use pink and purple pen throughout the process to revise and edit during the invention process.	Make changes in light of feedback and self-evaluation "Does it make sense?" "Is it in the right order?" "Use a thesaurus to uplevel vocabulary." "Is there a better way to describe/ structure the sentences?"	Make changes to ensure text is accurate and coherent (spelling and punctuation) "Check for spelling errors - use a dictionary/word list/phonics chart." "Is it grammatically accurate with all the appropriate punctuation needed?"	Present work so others can read it Use of cursive handwriting when re-reading and writing up final version for the intended audience - feel proud of their work.
								Random Writes Write freely - demonstrate the many skills that they have been taught - selecting the appropriate tools for their intended audience and purpose.

Writing Knowledge Organisers

Our Year Group Knowledge Organisers contain all the National Curriculum expectations for Spelling, Grammar, Punctuation and Composition including our own school expectations for Rainbow Grammar and Alan Peat.



Fairfield Spencer Academy

Year 2 Writing



Spelling

The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y (badge, huge, giant)

The /dʒ/ sound spelt c before e, i and y (city)

The /n/ sound spelt kn and (less often) gn at the beginning of words

The /f/ sound spelt wr at the beginning of words

The /r/ or /l/ sound spelt -le at the end of words (bottle)

The /l/ or /al/ sound spelt -el at the end of words (camel)

The /n/ or /al/ sound spelt -al at the end of words (metal)

Words ending -ing (pencil)

The /aʊ/ sound spelt -y at the end of words (replay)

Adding -es to nouns and verbs ending in -y (tries)

Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it (cried)

Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it (hiked)

Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (dipping)

The /z/ sound spelt a before I and (l) (walk)

The /s/ sound spelt c (nothing)

The /tʃ/ sound spelt -y (chimney)

The /aʊ/ sound spelt a after w and qu (wander)

The /z/ sound spelt s after r-work

The /z/ sound spelt s after w (war)

The /f/ sound spelt s (treasure)

The /s/ sound spelt s (treasure)

Contractions

The possessive apostrophe (singular nouns)

Words ending in -ion

Homophones and near-homophones

Common exception words

Handwriting

Form lower-case letters of the correct size relative to one another.

Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

Use spacing between words that reflects the

Composition

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and ideas of others (real and imagined).
- Writing about real events.
- Writing poetry.
- Writing for different purposes.

Consider what they are going to write before beginning by:

- Planning or mapping out before they are going to write.
- Writing down ideas and/or key words, including new vocabulary.
- Exchanging what they want to say, sentence by sentence.

Alan Peat Sentence Structures

Year	Sentence type	Example	Rule	Look at featured punctuation
Year 1	2A Sentences	It was a hot sunny day. The children went to the park.	Use the 2nd sentence to add more information to the 1st sentence.	Use the 2nd sentence to add more information to the 1st sentence.
	3A Sentences	The green grass was cut. The children went to the park.	Use the 3rd sentence to add more information to the 1st and 2nd sentences.	Use the 3rd sentence to add more information to the 1st and 2nd sentences.
Year 2	4A Sentences	The green grass was cut. The children went to the park. The children went to the park.	Use the 4th sentence to add more information to the 1st, 2nd and 3rd sentences.	Use the 4th sentence to add more information to the 1st, 2nd and 3rd sentences.
	5A Sentences	The green grass was cut. The children went to the park. The children went to the park. The children went to the park.	Use the 5th sentence to add more information to the 1st, 2nd, 3rd and 4th sentences.	Use the 5th sentence to add more information to the 1st, 2nd, 3rd and 4th sentences.

Writing Planning Organisers

Our Planning Organisers for each year group are specific to each genre covered to support when planning each Writing Unit. These identify the coverage for a unit of work, including technical features, grammatical structures, vocabulary and punctuation.

FAIRFIELD PRIMARY ACADEMY **YEAR 2** **TEXT TYPE: NON FICTION** **Information**

PURPOSE: To write a recount of a **factual** E.g. A school trip, a **fictional event** E.g. Assuming the character of an explorer or 'faction' – blending fact and fiction E.g. Write a recount as if they were an eyewitness to The Battle of the Somme. (Select the most appropriate aspects below for your year group).

Features:

- All the W's (When? Who? Where? What? Why?) – succinct overview**
- Before we... description of planning stage of the activity**
- First, next, then, finally (only interesting!) – sequential description of the significant events (main body of the text)**
- What I saw/thought (that I and I just focus on this one) of events in sequence**
- Main points / most interesting – both a summative and an evaluative ending (considering the event as a whole)**

Paragraph:
The order of the W's is important.
For Year 2-3 children, focus on complex sentences using 'because' to link What? and Why?
E.g. Last week, our class went to the museum to look at some old toys because we have been learning about the Victorians.
For Year 3-6 children, the structure does not change, although the language content becomes more sophisticated.
E.g. Last week, Class 3B visited the Manchester Museum to study and handle a broad range of artefacts. The visit was special because we have only been able to consider secondary source material in the classroom, and we wanted to handle objects from the historical period being studied.

1) First, next, then, finally (only interesting!) – sequential description of the significant events (main body of the text)
2) First, next, then E.g. First, we travelled from ... Next, we unpacked our gear and attached ... Then, we began to climb.
3) **Explain** E.g. The rock face was interesting; the surface glistened with slippery ice and smooth stones.
4) **Position** + place, subject + action (location and events) E.g. On the back row of the tent, crowded as, I sat next to Jack and watched as he saw some birds.
5) **Emotion** – consequence E.g. Our instructor was angry – he shouted at us until we did as he said.
6) **3 adjectives**, and E.g. Delighted, enthralled, captivated, we **watched** with **bated breath** to see the performer's next trick.
7) **Description**, action E.g. **Being** the loudest member of the group, Jack volunteered to go first.
8) **Locally** E.g. Finally, we returned to the camp after four long days of training. I was glad to see my bag and I felt asleep as soon as my head touched the pillow.
9) **Remember** (factive and shorter comments made before)
Phoenix E.g. The room we stayed in was less than pleasant, each of us had a room and the ceiling swelled with water from the leaking roof.
Remember E.g. Our class was more interested – we were all sitting there still.

Grammar links:

(Aut 1 onwards) **Subject predicate stop**
(Aut 1 onwards) **Subject predicate coordinating conjunction subject predicate stop**
(Aut 2 onwards) **Adverbial clause, subject predicate stop**

- Past tense – retelling events that have already happened.
- Sequencing of events.
- Adjectives – describe the noun.
- Well-chosen verbs.
- Varied sentence structure (starting some sentences with subordinating conjunctions and using a comma).
- Alan Peat: 'as a' simile (taught in year 1) E.g. The flames were as fierce as a tiger hunting for its prey.
- Alan Peat: 'like a' simile (taught in year 1) E.g. The exploding bomb was like a bubbling volcano.
- Alan Peat: 'not sentences' (taught in year 1) E.g. It was a cold, dark, leafy lane.
- Alan Peat: 2A sentences (Aut 1 onwards) E.g. The princess kissed the grotesque, warty frog.
- Adjectives to describe the nouns (POI).
- Coordinating conjunctions (Aut 1 onwards) – an indicator of coherence (or / and / but).
- Expanded noun phrases (Aut 1 onwards) E.g. a giant, green troll.
- Use of varied verbs and adverbs (Aut 1 onwards).
- Lists using commas (Aut 2 onwards) E.g. It was a cold, wet and miserable morning.
- Subordinating conjunctions to join clauses (Spring 1 onwards) E.g. when, if, that, because.
- Use the progressive form for verbs E.g. Goldilocks was walking through the deep, dark woods.

Punctuation links:

- Capital letters at the start of every sentence and for proper nouns (names, places and days of the week).
- Full stop at the end of every sentence.
- Commas for lists.
- GDS – apostrophes for contraction and possession.
- GDS – Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. Indicators of effective writing: clear genre specific features and vocabulary.

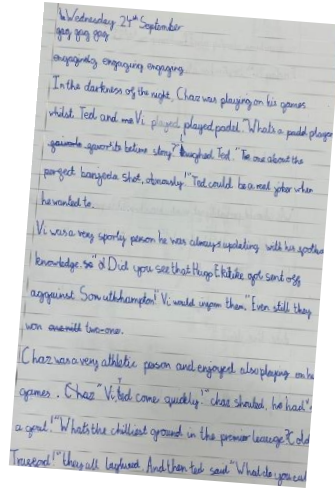
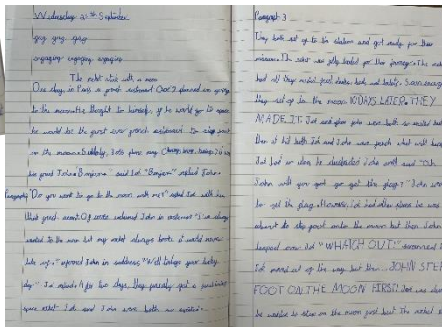
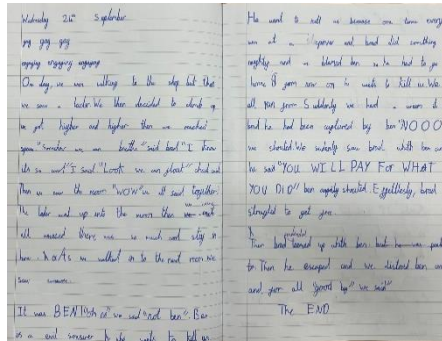
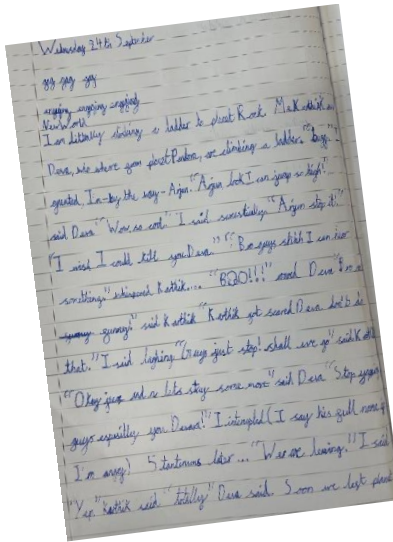
SPaG Walk Thrus

The slides provided with small-step guidance, which can be incorporated into Writing Units, through a range of punctuation and grammar structures (including Rainbow Grammar).

ADVERBIAL CLAUSES	ADVERBIAL PHRASES	APPOSITIVES
CO-ORDINATING CONJUNCTIONS	EXPANDED / NOUN PHRASES	INSTRUCTIONS
LINKING ADVERBIALS	NON-FINITE CLAUSES	RELATIVE CLAUSES
SPEECH / DIALOGUE	THE FIRST THREE COLOURS	

Random Writes

'Writing for Pleasure' is so incredibly important and we incorporate Random Writes into our Writing Curriculum. Random Writes use images or different forms of media to generate ideas that the children might use -choosing to write for many different purposes and for a variety of audiences.



Where you will find Writing

Writing is recorded in our Writing Books with published work proudly displayed around school.



Pupil Voice

Story-mapping, planning sheets and word banks have helped me to write my narratives during independent time.

We can draft our writing on our iPads on Notes and then upload them to Showbie. We can get feedback from our teachers and also from AI to improve our writing further.

When we do a Random Write, these are my favourite times to write because you can use your imagination and go at your own pace.

We were learning about the Rainforest and what contains palm oil. We want to know what has palm oil because trees are being removed for this. The writing (a letter to Mondelez) helped us to understand what impact they are having on the environment.

SPaG spotter and Rainbow Grammar help me to understand grammar more and how to apply these to my writing. E.g. relative clauses and linking adverbs.

Before we start our lessons, we write out new vocabulary to practise our handwriting and these words are then used in our writing.

Staff Voice

Our children love immersion week, where we do lots of drama, talk for writing, Now Press Play and use film clips as a hook. As a result, when we come to the drafting part of the Writing Unit, the children are fully engaged and invested in their writing.

I have found the guidance on the writing cycle extremely useful as it ensures that all staff are consistent in their approach when considering the 'planning' stage. As part of our oracy journey, we learnt, 'If children can't say it, they can't write it,' and I feel that we have embodied this in the way that we are immersing and engaging children in their writing.

We've found the children to be more immersed in their writing, taking ownership of which pathway their writing might take, which has meant there is a lot of enthusiasm during writing lessons!

Over the past few years, we have received lots of CPD on the different aspects of the Writing Cycle, which has really helped me when planning my Writing Units.

How we assess Writing

Comparative Judgements form part of our assessment of Writing. Writing checklists are also used for each child in Years 1-6 each half term based on the children's independent writing.

Gaps and strengths can be identified and then targeted in the next Writing Unit.

In addition to the expected standard, pupils are beginning to apply their knowledge to:						Pupils are beginning to independently apply their knowledge to:					
Write a range of coherent narratives that are well-structured and well-paced						Write effectively for a range of purposes and audiences, selecting language, structure and organisation that shows a good awareness of the reader and purpose reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)					
Write a range of non-fiction pieces that are well-structured with appropriate layout devices						Describe settings, characters, and atmosphere to consciously engage the reader.					
Consistently organise their writing into paragraphs around a theme to add cohesion and aid the reader						Use dialogue to convey character and advance action with increasing confidence					
Evaluate and edit their own and others' writing confidently, correcting errors in grammar, punctuation and spelling and adding in cohesive devices						Evaluate and edit their own and others' writing confidently removing unnecessary repetition or irrelevant details					
Always maintain an accurate tense throughout a piece of writing						Create paragraphs that are usually linked					
Use all the necessary punctuation in direct speech accurately						Select and use organisational and presentational devices that are relevant to the text type (e.g. headings, bullet points, underlining)					
Consistently use apostrophes for singular and plural possession						Use the range of punctuation taught at KS2 mostly correctly, including:					
To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition						Using brackets, dashes or commas to begin to indicate parenthesis					
Expand noun phrases appropriately with the addition of ambitious modifying adjectives and prepositional phrases (before or after the noun)						Commas to clarify meaning					
To apply all the spelling rules and guidance from Y3/Y4 English Appendix 1 into their writing						Punctuation to indicate direct speech					
Use their knowledge of word families to help with their spelling						Co-ordinating conjunctions					
						Subordinating conjunctions					
						Adverbials of time and place					
						Pronouns					
						Synonyms					
						Use relative clauses beginning with a relative pronoun					
						Use adverbs and modal verbs to indicate degrees of possibility					
						Spell correctly some of the words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary					
						Write legibly, fluently and with increasing speed					

Use of AI

At Fairfield, we have introduced TeachMate AI, which can be used to support in ensuring WAGOLLS and modelled writing is pitched at Greater Depth for best outcomes. AI can also be used to create low-stakes quizzes to consolidate learning in Grammar and Punctuation lessons.



Uplevel Writer  Paste text and instantly improve your writing	SPAG SATs Question Generator  Create SATs practice questions for SPAG topics	WAGOLL Generator  Create what a good one looks like for any text type
--	---	--